

Language Instruction Educational Program (LIEP) Services 2023-2024

Please verify that your PSU is a Title III Subgrantee (based on your PRC 104 allotment or consortium membership) before completing this form. You may determine this by searching for your PSU information in the [public estimated \(planning\) allotment site](#).

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PSU Number: 050

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Please complete both sections of this document:

- *section I BASIC Program and*
- *section II Title III Supplemental*

I. BASIC Program:

"Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs. EL programs must be reasonably calculated to enable EL students to attain English proficiency and meaningful participation in the standard educational program comparable to their never-EL peers." [Providing English Learners Equal Access to Curricular and Extracurricular Programs, EL ToolKit, Chapter 4.](#)

Using the constructs below, create an LIEP continuum rubric of services (Basic and Supplemental) for your LEA/Charter. Consider the **Context** in which services are provided in the LEA/Charter, the **Criteria** for determining the category of service, and the actual **Menu/List of Services** that correspond to each category of service from the sample list below. Specify how you are providing LIEP services for EL/AIG and EL/EC students.

The frequency and services may vary from district to district and school to school based on EL population, resources, and schedules. Students can be served by an array of educational professionals through a variety of services in collaboration with ESL staff.

¹ Context/Resources		
Small size LEA- approximately 4.6% of the LEA population are Multilingual Learners. There are three English Language Development Teachers, two are itinerant and one is stationary. The student-teacher ratio range is 1:34.5, 1:34.5, and 1:49 serving the six schools in our LEA. ML Plans are site-specific and created for individual MLs. Professional development sessions on the NC ELD Standards and/or relevant topics are provided at least twice annually for classroom and content-area teachers during the school year. There is one part-time interpreter for the district and two part-time tutors for MLs.		
² Criteria to determine the category in which each EL is "placed" <i>NCDPI recommends the utilization of multiple data sources and data reflective practices</i>		
Comprehensive - Entering/ Emerging	Supportive - Developing	Transitional - Expanding
<p>Student must be currently identified as LEP and meet at least three of the following criteria:</p> <p>-Kindergarten Screener and WIDA Screener Grades 1-12 less than 3.0 in reading, writing, and/or composite score</p> <p>ACCESS for ELs 2.0 Assessment Criteria:</p>	<p>Student must be currently identified as LEP and meet at least three of the following criteria:</p> <p>- Kindergarten Screener & WIDA Screener Grades 1-12 Levels 3.0-3.9 in reading, writing, and/or composite score</p> <p>ACCESS for ELs 2.0 Assessment Criteria:</p>	<p>Student must be currently identified as LEP and meet one or more of the following criteria:</p> <p>- Kindergarten Screener & WIDA Screener Grades 1-12 Levels 4.0-6.0 in reading, writing, and/or composite score</p> <p>ACCESS for ELs 2.0 Assessment Criteria:</p>

<p>*ELP Entering/Beginning (less than 3.0) in reading</p> <p>*ELP Entering/Beginning (less than 3.0) in writing.</p> <p>*ELP Entering/Beginning (less than 3.0) composite score.</p> <p>*In U.S.schools three years or less.</p> <p>*May struggle with classroom performance.</p> <p>*May be below proficient on standardized tests of reading/writing and/or local reading assessments</p> <p>*Students with Interrupted Formal Education (SIFE)</p> <p>MFLEPs may be served on an as-needed basis.</p> <p>EC/LEP students who qualify for comprehensive services may be categorized as transitional based on the amount of EC services received.</p> <p>Services for AIG/LEP will be determined on a case-by-case basis.</p>	<p>*ELP Developing (3.0-3.9) in reading.</p> <p>*ELP Developing (3.0 -3.9) in writing.</p> <p>*ELP Developing (3.0-3.9) composite score.</p> <p>*May struggle with classroom performance.</p> <p>*May be below proficient on standardized tests of reading/writing and/or local reading assessments</p> <p>MFLEPs may be served on an as needed basis.</p> <p>EC/LEP students who qualify for supportive services may be categorized as transitional based on the amount of EC services received.</p> <p>Services for AIG/LEP will be determined on a case-by-case basis</p>	<p>*ELP Expanding and above (4.0-6.0) in reading.</p> <p>*ELP Expanding and above (4.0-6.0) in writing.</p> <p>*ELP Expanding and above (4.0-6.0) composite score</p> <p>*Manages class content well</p> <p>*May be proficient on standardized tests of reading/writing and/or local reading assessments</p> <p>MFLEPs may be served on an as needed basis.</p> <p>Services for AIG/LEP will be determined on a case-by-case basis</p>
<p>³ Menu of Services (include frequency and length of time of services provided: i.e daily, 2x, 3x, 4x week, and 30, 45, 60 or 90 minutes, also provide this information for applicable grade levels, i.e. elementary, middle, high, K-8, 6-12 etc..)</p>		
Comprehensive Language Services	Supportive Language Services	Transitional Language Services
<p>Elementary School:</p> <p>*Small-group, differentiated, content-based ELD classes taught by certified ELD teachers in a separate setting for a minimum of two days per week for a minimum of 30 minutes per class and/or co-teaching classroom support.(In some settings, students are served five days per week for a minimum of 30 minutes and a maximum of 60 minutes.)</p>	<p>Elementary School:</p> <p>*Targeted intervention through ELD pull-out services in which classroom and ELD teachers determine that a student needs specific instruction in a small-group setting with the ELD teacher to access academic content. In some settings, students are served five days per week for a minimum of 30 minutes and a maximum of 60 minutes.</p>	<p>Elementary School:</p> <p>*ELD teachers provide ML differentiation strategies, lessons, and material support to classroom/content teachers as needed.</p> <p>*Regular contact between ELD teachers, ELD tutors and LEP students for tutoring or advising within the student's regular classroom setting or during the school day. In some settings, students are served one day a week for 30 minutes.</p>

<p>*ExC-ELL and GLAD strategies will be used during instruction based on the NC ELD Standards.</p> <p>*Students may receive services from categories two and three according to the student's language and academic needs.</p> <p>*EC/LEP and AIG/LEP students who qualify for maximum services may be categorized as transitional based on the amount of EC/AIG services received.</p> <p>*ELD tutors as available will serve in the classrooms where needed up to 28 hours per week in elementary, middle, or high school.</p> <p>*ELD teachers will incorporate first language literacy and research prior schooling history if possible to help gain a fuller picture of a student's needs.</p> <p>*Classroom/content teachers will follow District/Student LEP Plan and gain strategies from ML related PD.</p> <p>*Targeted instructional modifications/accommodations will be used in the classroom.</p> <p>*ELD teachers will analyze and share relevant data with classroom/content teachers.</p> <p>*Supplemental materials and computer programs will be utilized to support learning.</p>	<p>*ELD teachers provide ML differentiation strategies (such as ExC-ELL and GLAD), lessons, and material support to classroom/content teachers along with co-teaching, if applicable.</p> <p>*Students may receive services from categories one and three according to the student's language and academic needs.</p> <p>*ELD tutors as available will serve in the classrooms where needed up to 28 hours per week in elementary, middle, or high school.</p> <p>*Classroom and content teachers will follow District/Student LEP Plan and gain strategies from ML related PD.</p> <p>*Targeted instructional modifications/accommodations will be used in the classroom.</p> <p>*ELD teachers will analyze and share relevant data with classroom and content teachers.</p> <p>*Supplemental materials and computer programs will be utilized to support learning.</p>	<p>*Students may receive services from category two according to the student's language and academic needs.</p> <p>*Classroom and content teachers will follow District/Student LIEP Plan and gain strategies from ML related PD.</p> <p>*Targeted instructional modifications/accommodations will be used in the classroom.</p> <p>*ELD teachers will analyze and share relevant data with classroom and content teachers.</p>
<p>Middle School:</p> <p>•Small-group, differentiated, content-based ELD classes taught by certified ELD teachers in a separate setting and/or co-teaching classroom support. In some settings, students are served five days per week for a minimum of 30 minutes and a maximum of 60 minutes.</p> <p>•Students may receive services from categories two and three according to the student's language and academic needs.</p>	<p>Middle School:</p> <p>•Targeted intervention through ELD pull-out services in which classroom and ESL teachers determine that a student needs specific instruction in a small-group setting with the ELD teacher to access academic content. In some settings, students are served two days per week for a minimum of 30 minutes and a maximum of 60 minutes.</p> <p>•ELD teachers provide ML differentiation strategies, lessons, and</p>	<p>Middle School:</p> <p>•ELD teachers provide ML differentiation strategies, lessons, and material support to classroom/content teachers as needed. In some settings, students are served one day a week for 30 minutes.</p> <p>•Regular contact between ELD teachers, ELD staff (instructional support assistant) and LEP students for tutoring or advising within the student's regular classroom setting or during the school day.</p>

<ul style="list-style-type: none"> •EC/LEP and AIG/LEP students who qualify for maximum services may be categorized as transitional language services based on the amount of EC/AIG services received. •ELD tutors as available will serve in the classrooms where needed up to 28 hours per week in elementary, middle, or high school. •ELD teachers will use feedback from former teachers to get a fuller picture of ML student's needs. *Classroom and content teacher will follow District/Student LEP Plan and gain strategies from ML related PD *Targeted instructional modifications/accommodations will be used in the classroom *ELD teachers will analyze and share relevant data with classroom and content teachers *Supplemental materials and computer programs will be utilized to support learning 	<p>material support to classroom/content teachers.</p> <ul style="list-style-type: none"> •EC/LEP and AIG/LEP students who qualify for maximum services may be categorized as transitional language services based on the amount of EC/AIG services received. •Students may receive services from categories one and three according to the student's language and academic needs. •ELD tutors as available will serve in the classrooms where needed up to 28 hours per week in elementary, middle, or high school. •ELD teachers will use feedback from former teachers to get a fuller picture of ML student's needs. *Classroom and content teacher will follow District/Student LEP Plan and gain strategies from ML related PD *Targeted instructional modifications/accommodations will be used in the classroom *ELD teachers will analyze and share relevant data with classroom and content teachers *Supplemental materials and computer programs will be utilized to support learning 	<ul style="list-style-type: none"> •Students may receive services from category two according to the students' language and academic needs. •EC/LEP and AIG/LEP students who qualify for maximum services may be categorized as transitional language services based on the amount of EC/AIG services received. •ELD teachers will use feedback from former teachers to get a fuller picture of ML student's needs *Classroom and content teacher will follow District/Student LEP Plan and gain strategies from ML related PD *Targeted instructional modifications/accommodations will be used in the classroom *ELD teachers will analyze and share relevant data with classroom and content teachers *Supplemental materials and computer programs will be utilized to support learning
<p>High School:</p> <ul style="list-style-type: none"> •Small-group, differentiated, content-based ELD classes taught by certified ELD teachers in a separate setting and/or co-teaching classroom support. In some settings, students are served five days per week for a minimum of 30 minutes and a maximum of 60 minutes. •Students may receive services from categories two and three according to the student's language and academic needs. •EC/LEP and AIG/LEP students who qualify for maximum services may be categorized as transitional language 	<p>High School:</p> <ul style="list-style-type: none"> •Targeted intervention through ELD pull-out services in which classroom and ESL teachers determine that a student needs specific instruction in a small-group setting with the ELD teacher to access academic content. In some settings, students are served two days per week for a minimum of 30 minutes and a maximum of 60 minutes. •ELD teachers provide ML differentiation strategies, lessons, and material support to classroom/content teachers. •Students may receive services from categories one and three according to 	<p>High School:</p> <ul style="list-style-type: none"> •ELD teachers provide ML differentiation strategies, lessons, and material support to classroom/content teachers as needed. In some settings, students are served one day a week for 30 minutes. •Regular contact between ELD teachers, ELD staff (instructional support assistant) and LEP students for tutoring or advising within the student's regular classroom setting or during the school day. •Students may receive services from category two according to the

<p>services based on the amount of EC/AIG services received.</p> <ul style="list-style-type: none"> •ELD tutors as available will serve in the classrooms where needed up to 28 hours per week in elementary, middle, or high school. •ELD teachers will use feedback from former teachers to get a fuller picture of ML student's needs. •ELD teachers will help students keep track of high school graduation requirements to help keep students on track and in their cohort. ELD teachers will work with counselors and student services to help students and families understand requirements to graduate. 	<p>the student's language and academic needs.</p> <ul style="list-style-type: none"> •EC/LEP and AIG/LEP students who qualify for maximum services may be categorized as transitional language services based on the amount of EC/AIG services received. •ELD tutors as available will serve in the classrooms where needed up to 28 hours per week in elementary, middle, or high school. •ELD teachers will use feedback from former teachers to get a fuller picture of ML student's needs. •ELD teachers will help students keep track of high school graduation requirements to help keep students on track and in their cohort. ELD teachers will work with counselors and student services to help students and families understand requirements to graduate. 	<p>students' language and academic needs.</p> <ul style="list-style-type: none"> •EC/LEP and AIG/LEP students who qualify for maximum services may be categorized as transitional language services based on the amount of EC/AIG services received. •ELD teachers will use feedback from former teachers to get a fuller picture of ML student's needs. ELD teachers will help students keep track of high school graduation requirements to help keep students on track and in their cohort. •ELD teachers will work with counselors and student services to help students and families understand requirements to graduate.
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The U.S. Department of Education's (ED) Student Achievement and School Accountability Programs (SASA) office, Title III State Consolidated Grant Group monitored the North Carolina Department of Public Instruction (NCDPI) the week of October 24-27, 2011. This was a comprehensive review of NCDPI's administration of Title III, Part A, authorized by the Elementary and Secondary Education Act of 1965 (ESEA), as amended. As a result of this monitoring visit, NCDPI is collecting each PSU's Language Instruction Educational Program (LIEP) information.

*Title III Subgrantees will upload the LIEP to the NCCCIP as part of the Title III Application under 'Related Documents'; consortium Fiscal Agents should upload a document with each member's LIEP. Non-Title III Subgrantees will submit based on instructions that can be found on the [EL Program Compliance](#) page.

II. Title III Supplemental

ESSA: Title III: Programs and Activities (SEC. 3115(c)(1)(A) & (B) and SEC. 3116(b)(1))

Describe the effective programs and activities, including language instruction educational programs (LIEPs), proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

(How will you use Title III funds to supplement your BASIC program LIEP, in section I above?)

Our ESL tutor(s) will provide push-in support and micro-scaffolding during classroom instruction in addition to working with small groups of students who need additional support in literacy or math. Tutors will utilize programs such as Raz Kids, Edmentum (9-12), National Geographic Impact, National Geographic Look, and Saddleback Hi/Lo readers for newcomers and emerging bilingual students at all grade levels to support academics by employing learning strategies, test taking skills, and digital literacy competencies. Tutors will support students who qualify for comprehensive and supportive services. The ML teachers and one content area teacher per school will attend professional development in literacy and best practices to develop English proficiency and to strengthen the LIEP. Our ML teachers will have quarterly PLCs to discuss new NC ELD Standards and the implementation strengths and needs. We will also work with families and our community to strengthen relationships and share resources that support our Multilingual Learners through parent contacts and engagement activities.

